



**School Charter
Strategic and Annual Plan for
McAuley High School**

2020-2022

Principal's endorsement:	27/11/2019
Board of Trustees' endorsement:	27/02/2020
Submission date to Ministry of Education:	



McAULEY CATHOLIC HIGH SCHOOL



Vision CENTRED IN CHRIST

Mission

Answering the call of the Gospel by walking in the footsteps of Catherine McAuley, we seek to realise our own potential as a community of learning. We choose to make a difference in the world by aiming for excellence and believing everyone can achieve.



Accepting
Socially Responsible

Caring
Flexible

Independent
Communicators

Gracious
Practical

FAITH-FILLED • CONFIDENT • CONNECTED • ACTIVELY INVOLVED • LIFE-LONG LEARNERS

Resilient
Empathetic

Motivated
Lateral thinkers

Proud
Tolerant

Problem solver
Respectful

Curious
Entrepreneurial

Globally aware
Collaborators

Mercy Values

WHAKARANGATIRA • Respect
AROHA • Compassion
TIKA • Justice
PANEKIRETANGA • Excellence
ĀWHINA • Service

Principles

HIGH EXPECTATIONS
CULTURALLY DIVERSE
INCLUSIVE
REFLECTIVE
COHERENT
FUTURE FOCUSED
BICULTURAL

Introductory Section - Strategic Intentions

<p>Māori Dimensions and Cultural Diversity</p>	<p>McAuley High School has a cultural mix of approximately 6% Māori, 52% Samoan, 26% Tongan, 4% Cook Is Māori, 2% Niuean, 2% Tokelauan, 2% Fijian, 0.1% NZ Pakeha, 2% SE Asian, 0.5% India, 1% Middle Eastern and 1.5% Other.</p> <p>Progress of Māori and Pasifika learners is monitored alongside all students in the school wide data gathering systems to give us a clear picture of achievement.</p> <p>McAuley High School will actively promote, within the College community, the values of Māori culture, to fulfill the intent of the Treaty of Waitangi; and similarly to promote the values of other cultures in New Zealand.</p> <p>McAuley High School has implemented a Māori educational plan based on Ka Hikitia and a Pasifika Education plan based on PEP through the use of Tapasa and Tataiako cultural lenses to produce “Effective teachers at McAuley High School” - named Te Haerenga (The Journey).</p> <p>A Culturally responsive pedagogy is expected and overarching all we do.</p>
<p>Special Character</p>	<p>McAuley High School is a Catholic educational community animated by the charisma of Catherine McAuley and the Mercy Sisters and characterised by the Mercy Values.</p>

Baseline Data or School Context

Students' Learning

Students at McAuley High School achieve at high levels with 2019 NCEA data showing that 87.9% of Year 11 students achieved Level 1, 89.9% of Year 12 achieved Level 2, 88.2% of Year 13 achieved Level 3 and 64.6% achieved UE.

Endorsement rates for 2018 were:

Endorsement rates for 2019 were:

	Excellence	Merit			Excellence	Merit
Level 1	8.5%	50.4%		Level 1	13.8%	41.3%
Level 2	13.1%	32.8%		Level 2	11.9%	35%
Level 3	11.1%	27.4%		Level 3	10.2%	18.9%

Curriculum Level monitoring shows that at the end of 2019:

	Year 9	Year 10
Reading	50% at level 4 and above	58% at level 5 and above
Writing	71% at level 4 and above	70% level 5 and above
Mathematics	70% at level 4 or above in number	88% at level 5 or above in number

School Organisation and Structures

McAuley High School is a decile 1, Year 9-13 Catholic Girls' High School located in Otahuhu, Auckland, with numerous contributing local state and Catholic schools from South Auckland.

The learning environment and grounds are well maintained.

The year levels have horizontal house form classes with a Dean of each year level. Core classes at Year 9 and 10 are mixed ability.

	<p>The Senior Leadership team comprises of the Principal, Deputy Principal - Administration, Deputy Principal - Curriculum, Deputy Principal - Pastoral Care and the Director of Religious Studies.</p> <p>There is an emphasis on literacy and numeracy throughout the school.</p> <p>Students with special learning needs are identified through early identification and are part of our target groups. Our SENCO works closely with these students and their teachers.</p> <p>ESOL classes are run at Years 9 to 11.</p> <p>McAuley is part of the South Auckland Catholic Kahui Ako.</p> <p>BYOD is operated at every year level.</p>
<p>Review of Charter and Consultation</p>	<p>The current Charter and Strategic sections were reviewed and revised in 2018.</p> <p>All programs will be based on the NZ Curriculum framework and curriculum documents. The officially approved curriculum for Religious Education in New Zealand Catholic schools is used.</p> <p>The school consults and reports to the community on the achievement of Māori and Pasifika students.</p> <p>Regular monitoring of student achievement and programme information is reported to individual students, parents and the community.</p> <p>The School provides a safe physical and emotional environment.</p> <p>Programs are supported by the Schools policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2020-2022
<p>1. Catholic Character</p>	<p>Staff and students will foster, strengthen and enhance their understanding of Catholic Mercy Education to ensure that the special Catholic Character of McAuley High School is deepened and embraced.</p>	<ul style="list-style-type: none"> ◆ 5 Mercy Values explicitly taught, visualised and embedded. ◆ Social Action group involvement expanded beyond Young Vinnies. ◆ All students involved in service to others. ◆ Servant Leadership model valued for staff and prefects. ◆ Sacramental programme run annually. ◆ Students to take a leading role in preparing school and chapel Masses, and liturgies. ◆ restorative practices used to model, affirm and enhance positive relationships with each other. ◆ Provide opportunity for staff and students to develop their relationship with Jesus Christ through the example of Catherine McAuley. ◆ Promotion of our Special character by integrating the Gospel and Mercy Values into the school environment
<p>2. Excellence and Equity in Student Outcomes</p>	<p>A culturally responsive lens is used to ensure all students can access and be engaged with the curriculum to increase student achievement at every year level for ALL learners.</p>	<ul style="list-style-type: none"> ◆ Monitor and improve the outcome for all students, especially our priority learners, accelerating progress of students performing below expectations and set targets for achievement. ◆ The school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, and actively involved lifelong learners. ◆ Provide academic coaching and mentoring for students.

		<ul style="list-style-type: none"> ◆ A pathway is provided for all learners. ◆ Improvement in numeracy and literacy rates. ◆ Embed Ka Hikitia and Pasifika Education Plan, through the use of Tapasa and Tataiako cultural lenses to produce “Effective teachers at McAuley High School” ◆ Community and cultural resources are reviewed and integrated into relevant aspects of the school curriculum ◆ Kahui Ako lead teachers build capacity for ongoing improvement and innovation. ◆ Digital fluency becomes embedded across the curriculum ◆ Review whether students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency ◆ Students provide feedback to teachers about the quality and effectiveness of teaching and learning. ◆ Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others’ work against clear criteria. ◆ Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome. ◆ Career education is planned and implemented
<p>3. Staff and Student Wellbeing</p>	<p>To ensure that learning pathways are provided that develop confidence, resilience and connectedness to grow the hauora of all students and staff.</p>	<ul style="list-style-type: none"> ◆ Student centred practises. ◆ Inquiry learning. ◆ Restorative practices. ◆ Strong Pastoral care.

		<ul style="list-style-type: none">◆ Strengthened House system.◆ Gather student voice.◆ Develop and change practices to ensure learners are active in their learning.◆ Encourage teachers to plan collaboratively for students needs using team teaching and cross groupings.◆ Encourage appreciation of all cultures within the community.◆ Year on year improvement in the number of students involved in sport, co-curricula and performing arts.◆ Review of school-wide sexuality program◆ Multiple opportunities are provided to students to provide feedback on the quality of their teaching and the impact on their learning and wellbeing.◆ Create a safe physical and emotional environment where learners can be confident in their identities, languages, cultures and abilities through fostering trust, respect and cooperation so that they feel safe to take risks.◆ Address outcomes of Tagged Teacher survey.
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Improvement Plan - Domain: Catholic Character

Strategic Goal 1: Staff and students will foster, strengthen and enhance their understanding of Catholic Mercy Education to ensure that the special Character of McAuley High School is deepened and embraced.

Our Catholic character will be strengthened by the following strategies:

- Mercy values are explicitly taught and used throughout the year.
- The Mercy value of Whakarangatira is highlighted for 2020 at assemblies, in newsletters ,visualised and embedded.
- There is an increased awareness of Social Justice issues and further development of Social Action.
- Provide opportunity for staff and students to develop their relationship with Jesus Christ through the example of Catherine McAuley.
- Promotion of our Special character by integrating the Gospel and Mercy Values into the school environment.

Annual Target

Student and staff voice can identify the majority of the Mercy Values.

90% of staff and students can name the 2020 Mercy Value.

A 5% increase in numbers involved in Social Action outreach.

Baseline data McAuley has a Catholic Mercy ethos that is well embedded and permeates throughout school life but the values are not well articulated .

Key Improvement Strategies

2020- Whakarangatira value

Whakarangatira is shown to Te Atua, people, environment, property.

Staff PLD includes Mercy values and our NZ Mercy history story.

RE programme ensures that the Mercy Values and our NZ Mercy history story is specifically taught in term one.

School leaders/Prefects and SLT to attend a Sunday Mass in local parishes.

Social Action groups extends their social action outreach beyond Vinnies and into environmental action.

Mercy values are displayed permanently throughout the school environment.

School prayer - with all five Mercy Values is learnt by the school community through weekly assemblies.

When	What (examples)	Who	Indicators of Progress
Ongoing	Further develop Social Action outreach into environmental action	DRS, AB & GZ	Increased involvement recorded Environmental group established
Ongoing	WHAKARANGATIRA value Monthly affirmation at assembly of the examples of WHAKARANGATIRA from each form class.	SLT	Certificates and badges awarded
	SLT and student leaders to attend a Sunday Mass in local parishes.	SLT Student leaders	Unsolicited Positive feedback is received from families and parishioners.
Monitoring Self-review			
Resourcing Purchase of Whakarangatira badges, MMA for Social Action leadership.			

Improvement Plan - Domain: Excellence and Equity in Student Outcomes

Strategic Goal 2: A culturally responsive lens is used to ensure all students can access and be engaged with the curriculum to increase student achievement at **every** year level for **ALL** learners.

Annual Goal

*Monitor and improve the outcome for **all** students, especially our **priority learners**, accelerating progress of students performing below expectation and set targets for achievement by using the following strategies:*

1. Track the progress of students and set targets.
2. Staff participation and involvement in Professional Learning Groups (PLG), with a culturally responsive pedagogical focus.
3. Further develop the Enrichment programmes.
4. Digital technology use increases across the curriculum.
5. Use of e-asttle testing in Reading, Writing and Maths in Term 1 and 4.

Annual Targets

Endorsement rate target for year 11-13 2020

	Level 1	Level 2	Level 3
Excellence	20%	20%	15%
Merit	40%	35%	30%

Curriculum level target for year 9-10

		Reading	Writing	Maths
Year 9	5B+	60%	60%	80%
Year 10	5P+	80%	90%	90%

Baseline data

NUMERACY 2019:

By strand, in year 10, 88% > level 5 number, 37% > level 5 algebra, 54% > level 5 measurement.

In year 9, 71% > level 4 number, 67% > level 4 algebra, 66% > level 4 measurement.

LITERACY

Baseline data for year 9:

February 2019, 36% of students performing at level 4 or above.

November 2019, 84% of students performing at level 4 or above.

2019 Course Endorsement baseline

L1 M: 41.3% **E:** 13.8%

L2 M: 35% **E:** 11.9%

L3 M: 18.9% **E:** 10.2%

When	What (examples)	Who	Indicators of Progress
Term 1	Identifying students at risk of underachieving or need extension.	Subject teacher / HODs / SENCO /	List of students are created.
Term 2	Achievement goals in numeracy and literacy are set for year 9 and 10 students at risk of underachieving or need extension.	Subject teachers / HODs	Data will show an improvement in achievement.
Term 3 & 4	Intervention and monitoring of year 9 and 10 continues.	HODs / Deans / G&H / SLT	End of year data shows targeted students have met achievement goals.
Term 2, 3 & 4	Monitoring and tracking and intervention of senior students.	Deans / SLT / G&H	Improved endorsement rates at level 1,2,3
Ongoing	Staff participation and involvement in Professional Learning Groups (PLG), lead by Kahui ako In-school leaders	staff	Staff engaged in PLG, targeted students show improved results
Ongoing	Digital technology is increased in use in all curriculum areas	In-school leaders	Departmental reports will identify how digital technology is being implemented in the Computational Thinking and Designing and Developing a Digital Outcome (3DOs) strands.
Monitoring ongoing			
Resourcing			

Improvement Plan - Domain: Student and Staff wellbeing

Strategic Goal 3: To ensure that learning pathways are provided that develop confidence, resilience and connectedness to grow the Hauora of all students and staff.

Annual Goal: Student and staff wellbeing will be enhanced and supported by the use of the following strategies

- Student centred culturally responsive practice
- Restorative practises used consistently
- Hauora week each term for staff (no meetings)
- Year on year improvement in the participation in all co-curricular activities
- Provide specialist support for targeted students
- Address the outcomes of the Tagged Teacher survey.
- Staff Social Club reestablished.

Annual Target

Wellbeing at school data shows that “disagree and strongly disagree” responses reduces by 30% for students in *Pro-social student culture and strategies*.

Staff voice is positive for improved wellbeing support of staff.

Wellbeing at school data shows that “disagree and strongly disagree” responses reduces by 30% for staff in *School-wide climate and practices*

Baseline data

- Wellbeing survey from 2019.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1	Special character day begins the year for staff	SLT	Staff voice is positive
Term 1 & 4	Address the outcomes of the Tagged Teacher survey from 2017 & 2018.	DRS	2020 survey indicates that issues have been addressed where practical. Reviewed at Taggers meetings in November 2020
Ongoing all year	Acknowledgement of students living the school values	Whole school	Merit reward system is recorded on Kamar Student voice is positive
Ongoing	Restorative practice PLD undertaken by SLT and middle leaders (budget dependant)	SLT Middle leaders	Completed by some in 2020

Ongoing all year	Celebration of cultural language weeks in 2020 for Māori, Samoan, Tongan, Niuean, Cook Island, Filipino weeks.	SLT and school leaders	Undertaken Student voice is positive
Termly	Hauora week to focus on staff wellbeing	All staff	Staff voice is positive
Ongoing	Apply for funding to run seasons for growth, MADD messenger and mentoring	SENCO RTL DPPC	School data will show an improvement in attendance, engagement and achievement for targeted students
ongoing	Address environmental concerns regarding noise		Noise level is diminished
Monitoring			
Resourcing PLD costs, \$15,000 funding application to target at risk students			

Other 2020 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
		Apply for funding for astro turf for courts to enable all sports to have a space to practice.	
Personnel	Short Report	Community and Stakeholder Engagement	Short Report
		<ul style="list-style-type: none"> ● Regular assemblies ● Meet the teacher evening ● Kahui Ako in-school leaders meet with the across-school leaders ● Review enrolment procedures ● Strategic plan is reviewed 	